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ABSTRACT

This exploratory module is designed to provide an opportunity for the learner to become more aware of self and to share this awareness with another. Specific activities are described to enable the learner to discover: (a) the sharing of experience; (b) who one is and who one pretends to be; (c) responsibilities that force the learner to say "I should"; (d) the feeling of being blind and the feeling of being a guide; and (e) self-description and description of another. (MJM)

T.C.

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Competency-Based Teacher Education

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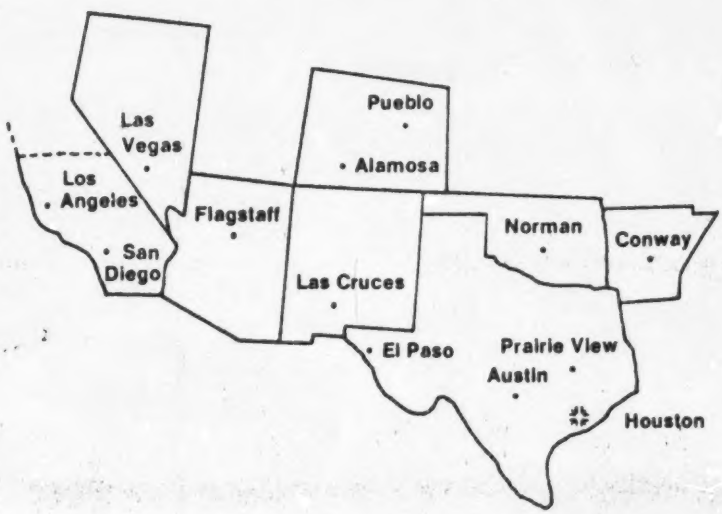

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AFFECTIVE

2.0

Awareness of Self in Relation to Others

Compiled by:

Sherry B. Borgers

G. Robert Ward

University of Houston

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I. IDENTIFIERS:

A. Module Name:

Awareness of Self in Relation to Others

B. Compiled by:

1. Sherry B. Borgers

2. G. Robert Ward

C. Area

Affective

D. Number:

2

II. PROSPECTUS:

A. Rationale:

A teacher must be able to work with others. If a teacher is to relate to others successfully, he must not only be aware of his experiences, but he must also be able to make others aware of them.

Since you have been relating to others for years, you may feel that you need no practice in this area. Luft* uses the analogy of the centipede; like the centipede many people get along fine working with others without thinking about which foot to put forward. He then points out that a centipede may be happy without awareness, but, after all, he restricts himself to crawling under rocks.

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*Luft, Joseph. Group Processes. (2nd ed.) Palo Alto, California: National Press Books, 1970.

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B. Purpose:

This module is designed to provide an opportunity for you to become more aware of self and to share this awareness with another.

C. Overview of module:

1. Choose a partner and partipate in the following activities:
   a. Sharing of Experiences,
   b. I Am,
   c. I Should,
   d. Blind Walk, and
   e. Description of Self and Another.
2. Submit to instructor your name, your partner's name, and a brief statement of what these activities meant to you.

D. Terminal Objective:

The terminal objective is exploratory in nature. Upon completion of this module you will have participated in activities designed to increased your awareness of self and to provide an opportunity for you to share this awareness with someone else.

E. How to Complete Module:

In this module you will form a dyad. Choose someone whom you would like to be with and work with him throughout the module.

III. PREREQUISITES:

Affective I

IV. ENABLING OBJECTIVES:

None

V. PRE-ASSESSMENT:

None

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VI. ACTIVITIES:

A. General Instructions:

These activities provide an opportunity for you to increase your awareness and to share this awareness with another. These activities may be used or misused, depending on you. There is no right or correct response to any of the activities. Focus on your experience; do not attempt to decide if it is correct, and do not attempt to explain it.

If you do not invest yourself, you will get little from the activities. They may be superficial, or they may have depth; this depends on you. These activities may be just another task or they may have meaning; this depends on you. Remember--what you get from these activities depends on how much you put into them.

> If you have questions, if you have concerns, or if a particular task seems to be difficult for you, please contact the instructor. Remember to complete the module as honestly as possible so that you can gain the maximum benefit from the suggested activities.

B. Specific Activities:

2.1 Choose a person whom you would like to be with and get to know better, and participate in the following activities:

a. Sharing of Experiences:

In a dyad sit facing each other and take turns sharing the following experiences with one another.

1. Think of a memorable experience that you have had and share it with your partner.
2. Think of an embarassing experience you have had and share it.

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3. Think of a secret (something about you that few people know) and share it.

4. Think about some missing qualities in you. Do you lack warmth, confidence, anger, etc.? Tell your partner what you believe is missing in you and how you feel about these missing qualities.

b. I Am:

Face each other. Decide who is A and who is B. A, spend about three minutes describing yourself. Start every sentence with the words "I am." While A is describing himself, B listens.

Reverse roles so that B describes himself for three minutes while A listens. A, once again describe yourself for three minutes; however, instead of saying "I am--," start each sentence with "I pretend to be--." Attempt to repeat the things you said about yourself earlier. For example, if you earlier said "I am tired," now say, "I pretend to be tired." Be aware of your feelings as you say these sentences.

Reverse roles so that B describes himself in terms of "I pretend to be--" for three minutes.

When both of you have finished the descriptions, consider how you felt when you were talking. Were the words you chose descriptions of what you are? Is there a difference in what you are and what you pretend to be?

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Share your feelings about this experience with your partner.

c. I Should:

Sit facing one another. A, say sentences to your partner that begin with "I should--." After each sentence B says "NO." Continue this for about three minutes. Try to be aware of what you experience as you do this.

Reverse roles for the next three minutes. B, say sentences that begin with "I should--." A, answer "NO."

Now share your experiences. What did you learn about your "shoulds"? How did you feel when saying "I should"? How did you feel when your partner said "NO"? How did you feel when you said "NO"?

d. Blind Walk:

One of you put on a blindfold or close your eyes for about fifteen minutes while your partner guides you.

If you are the guide, lead your blindfolded partner past any obstacle and protect him from anything that could be dangerous or unpleasant. Try to provide your partner with a wide variety of experinces using all senses except sight. You may wish to go outside.

Neither of you may talk. Communicate with your hands. If you are the guide, use your hands to help your partner find whatever is to be experienced. For example, you may

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wish to place your partner's hands on a person's face or a flower and then wait until he has time to sense it before leading him to another experience.

If you are the guide, go slowly at first since your partner may be hesitant. If you feel your partner is hesitant, do not attempt to force him into doing something he does not want to do.

After fifteen minutes, reverse roles and repeat the activity.

After both persons have been a guide and a "blind" person, share your feelings with one another. The following questions may help you to share with your partner.

1. How did it feel to be the "blind" person?
2. How did it feel to be the guide?
3. What were some of your best experiences?
4. When were you the most hesitant?
5. What did you learn about your partner?
6. What did you learn about yourself?

e. Description of Self and Another:

On a sheet of paper write five words that describe you; then write five words that describe your partner. After both of you have finished, share these descriptions with one another.

Once you have shared your words, discuss how these characteristics are related to teaching.

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VII. POST-ASSESSMENT:

Submit to instructor your name, your partner's name, and a brief statement of what these activities meant to you.